

The Educational Weekly.

The Educational Weekly.

S. R. WINCHELL,
JEREMIAH MAHONY, } EDITORS.

Subscriptions, \$2.50 per year. Advertisements, 10 cts. per line.

Published also in Seven Distinct Monthly Editions, as follows:

Illinois Edition, Monthly, Fifty cents per year.
Michigan Edition, Monthly, Fifty cents per year.
Wisconsin Edition, Monthly, Fifty cents per year.
Iowa Edition, Monthly, Fifty cents per year.
Minnesota Edition, Monthly, Fifty cents per year.
Indiana Edition, Monthly, Fifty cents per year.

One Monthly Edition for general circulation, Fifty Cents per Year.

S. R. WINCHELL & CO., Publishers,
ASHLAND BLOCK, CHICAGO, ILL.

Entered at the Postoffice at Chicago as second-class matter.

CONTENTS OF THIS NUMBER.

EDITORIAL:	Page.
Notes.....	3
Mr. Pingrey on Institutes.....	4
Spigot Economy.....	4
The Judicial Habit in Teachers.....	5
Chicago Notes.....	9
REVIEWS:	
Family Library of Poetry and Song. Memorial edition.....	5
Our Family Physician. By H. R. Stout, M. D.....	6
Motives of Life. By David Living.....	6
CONTRIBUTIONS:	
Teaching Reading. III.—Prof. G. Walter Dale.....	6
A Chapter on Teaching.—Helen Gilbert.....	7
East versus West.—Supt. Aaron Cove.....	7
EDUCATIONAL INTELLIGENCE:	
Iowa; Illinois.....	10
Indiana; Minnesota; Michigan.....	11
MISCELLANEOUS:	
To Make College Students Gentlemen, Treat them as Gentlemen.—Sunday Afternoon.....	8
Preparation for the Metric Reform.—Scribner's Monthly.....	8
The Present Condition of the Spelling Reform.—Prof. F. A. March.....	12
Notes on No. 121 of the "Weekly."—W.....	9
Publishers' Notes.....	14

CHICAGO, ILL., JULY 10, 1879.

Editorial.

The undersigned takes pleasure in announcing that he now has a material interest in the business of the WEEKLY, and that he will henceforward devote his whole time to its welfare. He will look after the educational interests of the Northwest, making the schools of Chicago the base of his operations. He will visit these schools regularly and methodically, noting and reporting excellences, criticising defects, making judicious comparisons, and dealing in pleasant personalities. This will give him an enlarged field of observation and make the WEEKLY correspondingly interesting and practical. It is scarcely necessary to say that he will always be the advocate, not to say champion, of the teachers. He will advocate their cause and defend their rights in a voice of no uncertain sound. Hereafter he will be not in any one school in particular, but in all of them.

With malice toward none, but meaning to deal out full justice to all, the WEEKLY, after its vacation, will bespeak the good wishes and support of the teachers of the United States.

J. MAHONY.

The editors of the WEEKLY, like school-teachers, and superintendents, and principals, and ministers, and doctors, and lawyers, and merchants, and book-agents, and book-publishers, and book makers, and all the rest of mankind, are going to have a vacation. The next issue of the WEEKLY will appear August 21. The present issue is the first number of Volume VI. Hereafter there will be only twenty numbers in a volume, or forty numbers in a year, and the subscription price for one year will be reduced correspondingly, to two dollars. (See Terms of Subscription in Publishers' Department.) Experience has demonstrated that it is a useless waste of energy to try to get school-teachers to pay any attention to professional reading during vacation. And they are sensible, too. One half of our subscribers change their residence during the summer, and don't know or care whether the WEEKLY is published or not; of those too poor to get away from home on some "grand European tour" or other excursion, one-half turn their backs on all school books and school journals until the opening of the next term, one-fourth put their educational journal on the shelf when it arrives, and can hardly tell four weeks afterward whether they have read it or not, one eighth glance over the short editorial items and the personals in "State News," and the rest of the "crew"—the forlorn hope of the profession—devote themselves conscientiously to a study of its contents. This small minority we have concluded to sacrifice for our own gratification. We are among the penniless half who can't go on excursions, and are obliged to tramp. (So much the better for us.) It's the vacation season, and we prefer to go with the crowd—strolling about at our ease for a few weeks.

So for the next five weeks we shall have nothing to do but to receive subscriptions, answer inquiries by correspondence, look after the interests of our monthly editions, and fortify ourselves generally for a brilliant fall campaign.

"Long labor availeth little! A teacher may have done good work for many years and yet find himself badly treated by those to whom he has done good service!" exclaims the *London Schoolmaster*. Serves him right. He has no business to be a teacher for too many years. *Schoolmaster!* dost thou not know that the three most disregarded objects on earth are an old boot, an old schoolmaster, and an old horse? Moral: If you have not the nerve to resign seasonably, hire somebody, or offend somebody, or commit some offense short of criminality that you may be kicked out of the schools.

They have them in England too; not the potato bug, but parties who complain "that the style of education [in the public schools] has been much higher than was contemplated by parliament," and that "the rate-defrayed standard should for the future be limited to reading, writing, and elementary arithmetic." This comes from vestrymen, the representatives of private and denominational schools; and wherefore? Note: "The complaint is often made that the children of the poor are receiving a better education in the Board schools than is given to the sons

of tradesmen in private schools." Hence the standard must be lowered lest the children of the poor may be enabled "to compete on somewhat more equal terms with the children of the classes immediately above them in the social scale." This kind of talk is very proper in monarchical, aristocratic England; but is not such argument, now is it not, entirely out of place in free, democratic America?

The extracts taken from Gail Hamilton's articles on high schools and normal schools, and published in a controversial article in a late number of the WEEKLY, should have been credited to the *Christian Union* in which the articles originally appeared.

The propeller of "Drift" in the *New England Journal of Education* publishes a number of detached words and phrases extorted from an article in a late number of the WEEKLY. If Mr. Bicknell's hired man had published our article in full, his readers would have some interesting matter to peruse for the first time in their lives.

MR. PINGREY ON INSTITUTES.

MR. D. H. PINGREY has sent to the WEEKLY another communication on the subject of county institutes, in which he argues that state normal schools and high schools afford all the opportunity desired or necessary for the proper fitting of teachers for the common public schools. In this Mr. Pingrey must either be sadly ignorant of the condition and needs of the common public schools, or else he writes for the sake of discussion, for it is a fact patent to all observers that the normal and high schools do but a very small part of the great and important work which ought to be done, and is yet but very imperfectly done, in fitting teachers for the responsible positions which they are obliged to fill. It is simply impossible for many young teachers to attend either the state normal school or the high school, and the normal institute is a partial substitute for them. The normal institute is migratory, and occasionally comes to the very doors of the most needy teachers. Its course is brief and hurried, but the faithful teacher who is present from the beginning to the end of the session can not return to the school-room without being better fitted to perform the teacher's duties.

Mr. Pingrey also says: "It costs each teacher on an average \$15 per session of the institute. In this state there are 102 counties in which we will suppose one institute per annum is held, and is attended by 100 teachers. This makes the total cost per session \$153,000 in the whole state, an amount sufficient to run five state normal schools a whole year." If that statement and supposition were correct, or even approximately so, it would be worthy of refutation, but we believe the figures too large by half, and altogether irrelevant. We would not object even to five more state normal schools in Illinois, but it may be that the same amount of money necessary to sustain them is expended just as economically and profitably by apportioning their work to 102 different localities in the state and thus giving 102 times as many needy teachers the advantages of normal instruction as the five separate schools might get together, and all without any public tax for the politicians to quarrel over or the dear people to groan under. The beauty of these institutes is that they are *free*, notwithstanding Mr. Pingrey's statement to the contrary, and are usually the *cheapest* schools, as well as the most directly helpful, that can be found; and as long as they are chiefly or wholly self-supporting, there is no occasion for reckoning their expense.

With the charges against county superintendents, and his implicating mercenary motives to them in the management of institutes, we have no sympathy. As we have said before, the institute system may be abused—no doubt it is in some cases—but it does not follow that a wholesale charge of corruption and petty speculation should be brought against the most self-sacrificing and earnest workers to be found in the whole field of public education.

SPIGOT ECONOMY.

TO those who oppose normal schools on the ground of their expensiveness and the over-supply of teachers, the result of closing the Chicago Normal may not be a bad illustration of their folly. It was claimed that that institution was unnecessary since the supply of teachers seemed greater than the demand, and that it was expensive since it was unnecessary. And it was closed. And it is safe to say that no unwiser measure was taken in the schools of Chicago during the past twenty years or will be for twenty years to come.

In the Normal School, candidates for teachers' honors were sifted so that only those who promised fair success could pass the ordeal of the school of practice. The number of graduates, although apparently excessive at the beginning of the year, was, in former years entirely, and in late years almost entirely, absorbed into the schools before the year's close. The graduates almost always were appointed in the order of their merit. When it did not so happen, the case was exceptional, or the result of the candidate's being sent to substitute where an unexpected vacancy occurred, or with an appreciative principal. The course was one of three years, which insured a respectable degree of scholarship. The drill in the Normal was peculiarly democratic; i. e., girls who came from the humbler walks of life were by the training and atmosphere of the school enabled to compete with, and appear to advantage beside, their classmates from more favored families. The trail of the ward politician was nowhere to be seen.

The Normal was closed, and mark the consequences: At the end of the first year, before all the Normal graduates had obtained places, a swarm of pert misses, graduates of the Division High Schools, after a course of two years' study, pouted and clamored for an examination, and had to be accommodated. The result was a regiment of "articled misses," whose sheep-skins, in their modest fancy, were *prima facie* evidence that they might, could, would, and *should* have places in the schools. A writer in the *Times* dubbed them "cadets." What to do with them was the next question. Whether by ballot, or by lottery, or alphabetically, or on the grab-bag principle, we know not, but, at any rate, they were distributed in twos and threes among the schools—there to rattle around until something should turn up.

Then began the scramble for place. Then was the ward politician in his element. Then commenced the regime of "influence." Then was the Board of Education office placed in a state of siege, the offices of the members beleaguered, their private residences invaded, their buttons pulled off, and their ears bothered. An alderman in a family then was a real bonanza. The question of nationality became more complicated than the Schleswig-Holstein question, and the relative claims of the several denominations were considered with the nicety of a mathematical problem. A bag in the seine was formed, called the "appointed" list; a further division was made, called the "preferred" list; and a wheel within a wheel was labeled "urgent." What was

the result? Just as sure as a vacancy occurred in a school the poorest cadet in that school got it; and why? Because the weaker sister, conscious of, but not confessing, her inferiority, laid her pipes and pulled her wires and rolled her logs and got it; while the more efficient candidate, poor fool'sh virgin! trusting to her merit and that imaginary quantity, in these later days called justice, busied herself in the school, while her inferior but cuter rival was manipulating members directly or indirectly out of it. All this the result of abolishing the Normal School on the score of economy, and to prevent the city from being over-stocked with teachers.

But the worst is not yet. At the present time, in the neighborhood of 300! three hundred! CCC! of these fledgeling graduates are undergoing examination, although the hatchings of last year are not yet half of them provided with places! We pity the poor, bulldozed Superintendent and the beleaguered, bombarded board.

What is the remedy for all this? It is as simple as A B C. Just re-open the Normal School a year from next September and make all cadets not provided with places attend it, holding them in readiness to go out as substitutes when called for and to take places in the order of their merit, which order may be safely left to the judgment of the principal of the school in which the vacancy occurs, with, of course, the sanction of the Superintendent or the Assistant. With the Normal School in operation, the politician would cut but little if any figure in the appointment of teachers to our schools.

THE JUDICIAL HABIT IN TEACHERS.

TEACHERS are often besought to manifest tact and conservatism, and to be not hasty in their judgment. Very much of this, like other good advice, is much more easily given than followed. There is much in the teacher's work that calls for the most active and enthusiastic efforts. A very large proportion of his success in inspiring his pupils with a conquering spirit depends upon the entirety with which he holds the truths which he communicates to them. It is no uncommon thing, therefore, for the teacher who is most successful in enlisting the enthusiasm of his pupils to be so wedded to his views and theories as to be regarded as an extreme partisan.

The teacher will ordinarily bear this character according to the degree of honesty which he possesses. It is not customary to see one who is capable of strongly impressing his pupils exhibit the "good Lord, good Devil" policy of the average small politician. Such a one is more apt to be looked at askance by all politicians, than to hold his position by the favor of one party or the sufferance of the other. It is not a matter of extreme credit to a teacher to pass through trying crises in the history of a school system without making enemies.

Perhaps, however, it would be an extravagant inference to assert that a man who *has* done so, is necessarily a hypocrite, or has saved himself at the expense of principle and devotion to truth. After all, it may be that teachers in this country, in view of the indefinite, uncertain, and fluctuating status of the profession, have a weakness in the direction of unduly exalting their functions. Perhaps it is a delusion to suppose that those who come in contact with the details of the teacher's work—who know where it is easy and plain, and where it is obscure and a matter of experiment—who know, in short and in fact, its delights and its difficulties—can suggest reasonable plans or practicable

methods. May it not be that teachers are parties too much interested to be competent and safe advisers on a variety of school questions? In the economy of our present school system may it not be said in truth and indeed of them, as of the famous light brigade:

"Theirs not to make reply,
Theirs not to reason why,
Theirs but 'to do and die,'"

even though they are sure that some one has blundered?

We commend this line of thought to teachers, especially in city schools. It behooves them, in times like these, to practice the judicial habit. Be not too ready to volunteer advice. Leave for a season disputed matters of detail where the law leaves them. Trust to your private personal influence with those in authority who may consult you, rather than to public concerted efforts and arguments to accomplish desired results. Second with zeal and loyalty every scheme of the powers that be, that promises any degree of success. Be diplomatic to the extremest limit which honesty permits.

"Then, if thou fall'st, . . .
Thou fall'st a blest martyr. . . ."

REVIEWS.

Memorial Edition of William Cullen Bryant's Family Library of Poetry and Song. Being choice Selections from the best Poets, English, Scotch, Irish and American. Including translations from the German, Spanish, etc. With an introduction by the editor in the form of a critical treatise on the Poets and Poetry of the English Language.

Of all the illustrious names which have brightened earth, none shines with a purer radiance than that of William Cullen Bryant, the compiler of the *Family Library of Poetry and Song*. Of no other can it be more justly said that "He wrote no line which, dying, he could wish to blot." His breadth of culture, purity of taste, and sympathy with nature eminently fitted him for the editorship of such a volume, which has garnered fifteen hundred of the choicest treasures of literature, ancient and modern. The reader of this book has the benefit of the poet's scholarship and criticism—the literary fruitage of his grand life. It is a safe family friend, a rich bouquet from the wide fields of Poetry. The selections are so varied that their scope gives voice to all the relations, conditions, and ages of man. The happy buoyancy and hope of youth—manhood's eager battle for bread or glory—the joys of serene age—the sweet uses of adversity and the giddy dangers of prosperity—young Love's rose-tinted visions—the hallowed possibilities clustering in a pure home—songs for the shadow-land of death—religion's hymnal—pen-pictures of classic scenes, inspiring patriotism and honest labor—humor, fancy, and tragedy all herein find a tuneful voice. Its complete system of indexing enables us easily to find subjects, poems, and authors. It contains twenty-seven of Bryant's poems, upon which the author may well rest his claim to literary immortality. One of his noblest poems, *The Flood of Years*, was published in 1877, sixty-five years after *Thanatopsis* was penned. His treatise on English Poetry shows research, ripeness, delicate appreciation, and just criticism. This memorial volume contains his biography prepared by a competent writer and intimate friend, Gen. James Grant Wilson. It is a poetic encyclopedia—a family library containing most of the imperishable fruit of more than five hundred authors. Bryant's life, itself, was a majestic poem, and while the grand old man—Nature's voice, America's Poet, is remembered, and while the noblest thoughts of earth's gifted ones are valued, so long should this memorial volume, this casket of gems, have an honored place in American homes.

Our Family Physician, by H. R. Stout, M. D. A thoroughly reliable guide to the detection and treatment of all diseases that can be either checked in their career, or treated entirely by an intelligent person, without the aid of a physician, especially such as require prompt and energetic measures, and those peculiar to this country. Embracing the Allopathic, Homoeopathic, Hydropathic, Eclectic, and Herbal modes of treatment. Also giving full and explicit directions for nursing the sick, preparation of food for the sick, etc. Complete in one octavo volume of 544 pages. Price \$3.00. Sold only by subscription. J. S. Goodman, Publisher, 142 LaSalle street, Chicago.

Medical science, for ages, was a sealed book to the common people, and the healing art was confined to the profession, who were regarded with mysterious awe. Until recently it was customary for patients to take blindly, and unquestioning, whatever the "Doctor" might prescribe, and most people had a vague idea that the potion of the medicine-man was a power superior to nature. Now, intelligent patients are told what remedy is given, and this knowledge enables them to supplement the physician's skill. The people and the doctors have come nearer together. Medical science has been included in the general diffusion of knowledge. Among the foremost in educating the people to take care for themselves is the *Family Physician* now before us. It gives in plain language the causes and symptoms of each disease, and the most approved treatments according to the several schools of medicine. Its intelligent use will enable the reader to shun many predisposing causes of disease. Nearly every family has at hand some remedy which is included in the variety recommended by the different "schools," and thus disease can often be arrested in the incipient stage, preventing not only a "doctor's bill," but much suffering and even death. The "ounce of prevention" can be given instead of the "pound of cure."

The first edition of this work has been our family friend for nine years, and we unhesitatingly testify to its worth and reliability. This revised and enlarged edition is a book for the people, a valuable "family physician." It is arranged for easy reference, is bound with peculiar regard for hard usage, and will bless every family who consults and obeys its teachings.

Motives of Life. By David Swing. Chicago: Jansen, McClurg & Co.

The author does not profess to discuss all of the motives which control men's lives, but out of a long list that are like uncounted beads upon an endless string, he takes off six, which he calls "angels for good," helping us onward toward a higher life. These are "education, home, fame, happiness, benevolence, and religion." Each of these subjects he discusses in a plain, sensible, entertaining essay, so simple that a child could understand it, and yet so earnest that the most thoughtful mind could find food for reflection.

While education is the subject before us, we are led to feel that there is much to live for, that although the world may be wicked, and too much absorbed in the love of gain, still there are scholars everywhere, and they are honored by the purse-proud as well as in their own circle, that education brings its own reward, and those live longest who know most. These earnest words cannot fail to inspire men and women to give all possible thought and time to the many avenues of knowledge now open, instead of being content with the petty details of life.

When he writes of home, we feel that, after all, this is a pretty good world, a world whose thought centers on home cannot be all bad.

And thus it is with every topic introduced. Each one suggests a higher life, and yet leads us to feel satisfied with this, to be content to take a step at a time, but always to keep taking them, until at last the mountain top is reached. All may not take the

same path, but every right path leads to God, and farther than this there is no need to take thought, except in following the guidance of conscience.

TEACHING READING. III.

PROF. G. WALTER DALE, Chicago.

IN giving instruction to a class in reading, teachers should not be content with reading over, with criticism, the prescribed lesson in the reading books, but should draw upon outside resources for new exercises which may produce given results, while they interest the pupil at the same time. Some time should always be spent in purely elementary exercises with a definite purpose in them. Let us occupy the time of the present discussion in an examination of the subject of articulation.

Before we enter fully upon the subject itself, we should note the manner in which sound is supplied to the articulating organs. Before we articulate we should have material of a good quality to articulate.

This characteristic of the sound of the human voice is one which must be attended to independent of intelligibility.

The character of the abstract sound of the voice will be either good or bad as we use the sound-producing organs in giving it out. A thin, unmelodious, and often harsh sounding voice, arises from an improper adjustment of the organs in the larynx, and we call the sound "throaty" because it lacks any degree of chest resonance. For the fullest measure of vocal melody and expression in the speaking voice, it is necessary to have absolute voluntary control of the movements of the larynx so that we may temper the character of the sound produced to that of the sentiment uttered. This is only volitional in as far as the will acts upon the vocal mechanism to produce likenesses of mental conceptions. The whole structure of the voice is purely mechanical, and the various changes of timber, pitch, force, time, etc., the result of the different adjustments of mechanism in action. We may lower the larynx very much from its normal position. A slight lowering of the organ has the effect of enlarging the pharynx, or back part of the mouth, and of somewhat raising the uvula, or soft palate, giving to the sounds emitted under such circumstances a richness containing but little chest resonance, but a kind of spontaneity and fluency devoid of too much nasal effect—in short it gives forth a most agreeable sound. When the larynx is lowered very much, the bronchial tubes are thrown into such relation to the mouth as to act as reverberators of the sound, giving out the most resonant, mellow, and delightful orotund tones. Thus far we have not involved intelligibility.

We have certain vocal conventionalities called sounds, or vocal or oral elements. These are represented by certain printed or written conventionalities known as letters. These latter are acted upon by certain realities called articulating organs in much the same way that the mold acts upon the molten metal in producing a cast, and we have the certain intelligible vocal conventionalities mentioned above. We produce none of these elements of speech volitionally, but as the result of an action, more or less complex, of mechanism. Just here is a part of the study that can not be communicated accurately in writing, and only approximately so by means of cuts. I refer to shape, or the adjustment of the organs of articulation necessary to produce a given sound. I would hint that the character and excellence of sound depends wholly upon the nicety and exactness of this adjustment. I will explain, as well as I can, on a few elements, the nature of this

action in articulation, but cannot hope for the best results, from the nature of the case.

If you open the jaws about three-fourth of an inch, and project the lips in a square or box-like form, and emit sound, allowing the jaws to assume a natural position of repose while the sound is being produced, you will have for a result the sound *a* as heard in *pale*. By opening the lips by a side-wise contraction at the corners of the mouth, assuming the appearance of a broad grin, the sound emitted with such adjustment will be *e* as in *eel*.

Open the mouth—the jaws—widely as if to say *ah*, and begin with that sound allowing the jaws to approach each other during the formation of the sound, and you will hear *i* as in *ire*. This will suffice to show the nature and importance of shapes or positions of the organs of articulation and their influence upon sounds produced. The shape should always be properly adjusted before any sound is emitted. This produces a purely mechanical and pedantically exact articulation, and as a local gymnastic drill is superseded by no other system of processes. I care not who may choose to rise to object, a sufficient weight of proof lies in reflection to satisfy any rational mind, that the whole substratum of the subject upon which we rear our noblest conceptions of thought in vocal expression is a rude mechanical contrivance wholly void of the first touch of soul.

More defects in articulation arise from a lack of knowledge on this point than from all other causes combined. The matter cannot be too urgently pressed upon the attention of the teacher. We are in the dark age of teaching reading, and it is high time we trim our lamps and find our way into the broad daylight.

A CHAPTER ON TEACHING.

BY HELEN GILBERT.

DURING the past month, the normal schools all over the country have been giving diplomas to hosts of young men and maidens who are to go forth into the school-rooms of the land and wield the rod of school government. We hope, in all sincerity, that they will not prove to be like those Chicago teachers of whom a pupil records, "Some of them hit a lot," nor do we hope that they will be like other teachers of that same juvenile, and "not hit a tall." We would like to hope that they would not need to "hit a tall," but if some of them go into certain "hard schools," they will find, in spite of all their theories, that corporal punishment is sometimes necessary and extremely useful. And hard indeed will it be for the "sweet girl-graduates" who have stood up attired in white muslin and pink roses, and pronounced such charming speeches from the subjects, "Naught Achieved without Endeavor;" "Italy Lies Beyond the Alps," *et cetera, ad infinitum*, to realize the responsibility that rests upon them in even the "easiest" school in the world. I write more particularly to girls, because as a general thing young women entering the profession of teaching do so with an imperfect appreciation of the work they are to do. Young men are trained from boyhood to expect to achieve a place for themselves in this world; and if they enter teaching as their life-work, they are more apt than young women to go to work with their eyes open. So, dear girl-graduates, I beg you to put away from your thoughts all contemplation of any other duty in life, if you have really chosen teaching as the work for which you are fitted, and try to appreciate the responsibility of the positions you are to take. Go to work faithfully, earnestly, conscientiously. Remember that your work is to last forever. Re-

member some trivial words of some of your childhood teachers, words that you have never forgotten, and consider your speech. Guard well your tongue. Look to your personal appearance. A teacher cannot be too neat. Above all, *teach* your pupils; do not cram them. If you teach where you are expected to do "show" work, where the pupils have not been allowed to wink except in a prescribed way, advocate naturalness and healthfulness of discipline. "Order is the first law of Heaven," and the world is fast learning that the prime element of Heaven is love; so work with love, patiently and persistently, and order is inevitable. You can punish a naughty boy much more effectually if he understands that you feel that it must be done for his good, for love of him, and not in obedience to a mandate of that abstraction—"School-room order."

Too much cannot be said about a teacher's responsibility. The idea cannot be too firmly impressed upon all of our minds. We are always quoting at institutes, and in essays and theses, "Repetition is the basis of memory," and if we repeat these phrases about the weighty responsibility of our work a sufficient number of times, we may, by repetition, at last remember and dimly apprehend the importance of our work.

EAST VERSUS WEST.

Supt. AARON GOVE, DENVER, COLORADO.

THE schools of New England I take it must be quite different from those of the West. In the published Report of the city of Lowell, Mass., for the year 1878, in a general essay on schools printed in double-leaded small pica, I quote the following as a part of what the writer says on visiting schools. The article is too long to quote entire, and I hesitate to mutilate the article. The whole doubtless can be seen by sending to the "Committee" of that city.

"Far be it from us to urge the attenuated advice that the parent and citizen should manifest his interest in the school by frequently visiting it." p. 15.

"Fortunately the custom of parental visitation does not largely prevail." p. 16.

"There should be special days in every school year, and in every school, when the attendance of parents can be invited." p. 16.

How different is this from the preachings and practice of us hitherward! We are in darkness! I believed that every visit made to a school by a parent instructed that parent and encouraged the pupil and teacher. I believed myself to be accomplishing much when I urged my associates not to spend precious time in preparing for and rehearsing school shows, when I urged them to make extraordinary exertions to have father and mother one or both drop into the school room as familiarly as they did into a neighbor's.

I supposed the presence of a visitor would create no panic, not even a slight variation from the regular routine of the day. I have taken it for granted that a patron of a school visits it to see it not in "its Sunday clothes," but when regularly at work with "coats off and sleeves rolled up."

It is easy enough to get a crowd out to a school circus. The people crowd the house then, and the show is really pretty and interesting. The visitor must see more than this to know the real value of the school. The Rocky mountains and the Atlantic are far apart, but not farther than are the sentiments and practices and beliefs of the two peoples, if this writer and myself reflect truthfully.

The above quotations would read here like this, "attenuated" though it be.

"Far be it from us not to urge the wise advice that the parent and citizen should manifest his interest in the school by frequently visiting it."

"Fortunately the custom of parental visitation does largely prevail."

"There should not be special days," etc.

Finally, as a citizen I would not patronize a school; would do what I could toward closing its doors, were I not a welcome visitor at any hour in the year. Pray, whose schools are these! The people invest several thousand dollars annually in schools. Are they privileged to look personally after their investment? Our Lowell brother would lead a hard life this way, or we would convert him.

TO MAKE COLLEGE STUDENTS GENTLEMEN, TREAT THEM AS GENTLEMEN.

If young men see they are expected to behave disorderly it is not in human nature for them to disappoint this expectation. If the discipline deals largely in espionage the students will deal largely in deceit. Under such circumstances they may also be expected to stand compactly together against the government, to protect one another in misdemeanors, and, in the fortunes of war to take every possible advantage of the enemy. We have known instructors in college to recognize this condition of belligerency. We heard a professor once jocosely defy a class to get possession of the printed questions, before an important examination. The challenge was accepted, and the students got the papers from this very professor and used them freely, passing an examination that was quite unparalleled in the annals of the college. Many men in other matters conscientious justified their use of these examination papers on the ground of the professor's challenge. The incident illustrates the status of the ordinary college government, and shows the nature of the only plea upon which the student can palliate his petty frauds and disorders.

We are inclined to believe that the entire abolition of restraint and espionage, and the putting of every man on his honor would work a great reform in college morals. The remedy of expulsion could not, of course, be relinquished; men who proved themselves unworthy of the trust reposed in them would need to be summarily removed. But if the students generally were given to understand that they were neither watched nor distrusted; that each man was expected to be a law unto himself; that the faculty would deal frankly with the students and expect frank dealings from them; that they were regarded as gentlemen, and trusted to maintain, in all their relations with one another and with the officers, that scrupulous truthfulness which is the first mark of a gentleman, we do not doubt that a powerful public sentiment in favor of the things that are honest and true, and of good report, could be awakened among the students themselves. Indeed, there is not anywhere else a class of young men who would respond so quickly as the students in the colleges to an overtone of this nature. They are the manliest, the most honorable, the most ingenuous young men in the community.—*Sunday Afternoon.*

—Dr. E. H. Sawyer, professor of History in La Grange College, Macon, Mo., has published an *Historical Chart*, giving the chronology of contemporaneous governments, from the earliest authentic records to the present time. It is designed to furnish a stimulus, and indicate the method of historical study to young students. It is the author's intention to include in a subsequent edition maps of the different countries, prepared expressly for this work. Sample copies may be had by addressing the author, or Wm. J. Sawyer, East Saginaw, Michigan, enclosing fifty five cents.

PREPARATION FOR THE METRIC REFORM.

SUPPOSE everybody to know upon evidence commanding the utmost confidence, that this change is certainly going to be made on or before some particular date, for instance, December 31, 1889. The largest part of the scale-beams, pocket-rules, tapes, dies, and machine-tools, of which such a bugbear is made, will be worn out before that time; and making renewals previously any man of forethought can manage to avoid much extra expense. The clothier can buy a new measuring wand one meter long, with a yard marked on the back for temporary use. Having this continually before his eyes he will gradually become accustomed to it, and will learn to think in meters as well as in yards without any great effort. The grocer may get a double scale-beam, such as Fairbanks & Co. have been selling for many years to their South American customers, with pounds marked on one branch and kilos on the other. By thus bridging over the chasm between old and new, he can change his language almost as easily as his coat. New machine tools can be built upon the metric basis and used on any work which is to last long after 1890, while the old machinery continues in service for several years in the completion or repair of former work, and for every thing of a temporary character, which will not outlive 1890. In this way the change was made about ten years ago at the watch factory at Waltham, Mass. Experienced machinists say that they could do likewise with but little trouble. If everybody must have new tools, the shops that make the tools would appear to be special gainers by the reform. If, however, there should be extraordinary expenditure required of them, their customers would have to repay it in increased prices. Some individuals suffer peculiar hardship from any improvement; the introduction of labor-saving machinery throws handicraftsmen out of employment; by the adoption of new weights and measures to save mental labor, some few persons, of necessity, will be injured (professional agitators, if nobody else); but the progress of civilization is not on that account to be stopped. The proposed interval prior to 1890 would afford time for all necessary state legislation. The general government has already supplied accurate metric standards to the several states; they ought to distribute copies, if they have not yet done so, to their local officers, and to make the usual provisions for verifying the actual weights and measures of trade according to the metric system. Time would be allowed also for the preparation of all the technical and other books required for the new system, the apothecaries' pharmacopœia and tables of data, reference manuals, and literature of whatever kind, adapted to the wants of any profession; some of this work is already done. If every man were looking forward to the change as inevitable, and studying how to make it as light a burden as possible to his own business, various ways would be contrived to introduce the new terms gradually into every department; measurement, standard sizes, price-lists and advertisements would all conform to the new régime; and the difficulties, which on a general view appear almost insuperable, would be surmounted in detail by a moderate expenditure of money, patience, and sustained effort.—*Scribner's Monthly.*

—Messrs. Ginn & Heath, of Boston, have published a handsome descriptive catalog of their publications, and announcements of new books. The publications of this enterprising firm now cover the departments Latin, Greek, German, English Literature, Mathematics, Science, English Grammar, and Geography. Teachers may obtain their new catalog by addressing the firm in Boston, 20 Bond Street, New York, or 46 Madison street, Chicago.

CHICAGO NOTES.

The shillelah editor of this paper will be out of the city for four weeks, in Edwardsville, Madison county, Ill., conducting a normal institute. All challenges received after this date will be too late for notice. The *New England Journal* man and the agent of Gail Hamilton have not yet been heard from.

The teachers were paid two weeks ago for three months in scrip. This scrip looks like a faded greenback. The discount of seven per cent is typified by the fading. Nevertheless it will be taken for subscriptions to the WEEKLY when presented in the exact amount of the subscription. Thus a teacher has only to send us in a club of forty subscribers to have her hundred-dollar piece of scrip pass at par. Girls, do not all speak at once.

The examination of candidates for admission to the high school took place last week. The questions were all good except the 8th in grammar—which was expressed in 41 words, though ten words would have given the meaning more clearly—and the problems in arithmetic, which were easy to the verge of silliness. But how did it happen that in some schools it was known that the examination would be confined in history and geography to the new matter of the Eighth Grade and that in others there was not a hint of such intelligence?

A party in an Illinois town of a queer name criticises our use of the word *simul-acrum* in a late number of the WEEKLY and refers us to a Latin lexicon. This reminds us of the little girl who learned that *ferment* means to work, and to show her understanding of the word wrote the sentence, "I love to ferment in the garden." He who takes the dictionary meaning of a word and limits its use to that will never make fame or fortune by making a pen walk on paper. The bare literal meaning of *simul-acrum* gives scarcely a suggestion of its force as used by the satirists and philosophers.

The same party suggests that we take note of the article by Mr. Ford in the same number. Well, we have done so. We always did like those quotations.

Mayor Harrison, of Chicago, has nominated as the new members of the Board of Education, Messrs. P. O. Stensland, I. N. Stiles, Wm. Curran, W. A. Delaney, and the Hon. John Calhoun Richberg. Mr. Stensland is a Scandinavian from the northwestern part of the city. He has not heretofore, to our knowledge, been prominently connected with education. Gen. Stiles is a high-toned gentleman of culture and refinement. He is a prominent member of the Chicago Philosophical Society, and is commonly supposed to be in favor of restricting the power, attributes, and existence of God to a minimum. Mr. Curran is a gentleman of good character, who is connected with the wholesale Dry Goods House of J. V. Farwell & Co. Mr. Delaney is a young lawyer, and at the present time represents a city district in the State Senate. Mr. Richberg is an old member of the Board of Education, and is still remembered by many connected with the schools. Mr. Richberg first became a member of the Board in May, 1870, being elected thereto by the Common Council of that year, under the old law. He was re-appointed by ex-Mayor Medill upon the reorganization of the School Board in 1872, again re-appointed by Mr. Medill in 1873, and still again re-appointed by ex-Mayor Colvin in 1876. The Council unaccountably refused to confirm Mr. Colvin's appointees that year, and Mr. Richberg has been out of the Board ever since. He has therefore been dealt with by two historic Councils, one of which discovered and the other sought to suppress him. Mr. Richberg has been frequently mentioned for other offices of honor and emolument, which he is understood to have resolutely refused. Mr. Richberg is an economist and a reformer. He is a man of magnificent presence. He has the eye of an eagle and a leonine carriage. His habits are perfect, his manners are the acme of elegance, he abhors politics, and he never cherishes a feeling of personal resentment. His appointment is doubtless due to the intercession of the very best people of the city. Presuming upon his confirmation we hasten to congratulate all concerned.

CORRESPONDENCE.

NOTES ON NO. 121 OF THE "WEEKLY."

To the Editors of the Weekly:

In reply to S. C. B.'s inquiry, page 326, the dew-plant is, botanically, one of the mesembrianthemums. This long name is composed of *mesē* middle; *emera* or *embria*, day; and *anthemon*, flower or flowering; and is applied because the flowers of the whole family (Ficoids) open only in the sunshine.

The Ficoids are related closely to the Portulaca family and that of the Crassulas on one side, and to the still larger family of the Cactuses on the other, all having fleshy, succulent leaves, retentive of moisture, and so able to resist the parching effect of dry air. The Crassula family includes several of the genera and a great multitude of species that we use for hanging-baskets, and cemetery planting, on account of their ability to resist desiccation and to show bright, plump leaves, and attractive flowers through the heats of July and August. If S. C. B. is a teacher, and desires to interest pupils in the innocent, innocence-conserving, and endlessly-attractive charms of plant-growth and life, these Crassulas alone include innumerable good items for summer object lessons. Among them are the *semper vivums* or house-leeks, the charming *Echeverias*, less hardy; the *Sedums* or orpines, some with flat leaves, as the everlastings, or live-forevers, etc.; and others with cylindrical leaves as the love-entangles.

The families have many obvious points of distinct botanical difference, and it is easy to interest a class absorbingly in looking for these points, and deciding to which family, or which branch of a family, a given specimen belongs.

The same excellent number of the WEEKLY has other notable items. It opens with a question: "Why are scientific people so often illiterate?" Is it because the literati—the "men of words," do not sufficiently indoctrinate the "men of deeds," in the use of the English language, while they are yet under pedagogical care in the primary schools? Inventors are mostly from the common ranks, seldom from among the "scholars."

Gails (or is it g-a-l-e-s?) do good. Let the blasts blow. If they should happen to overturn something shaky it will be better built next time, if worth restoring at all. Such storms do excellent purificative service.

The "Prism" will, I hope, turn fresh color on some paleschool-marm faces, who have been "continually watching, fretting, regretting, lamenting." Teachers have time and opportunity to see that they have good, well-freshened blood, and so sound nerves to go to work with. Let them change croquet for archery, and sedentary trifling for botany and geology, or anything that will take them out with cheerful Nature. Do girls learn enough of the hygienic pages of physiology?

Page 325. I would pat his back if I could see him, and say, "Well done, Commissioner Elmer." I write from Pennsylvania, where our examiners are called superintendents. Some of them are doing the best of work to secure more thorough rudimentary instruction; and some are—not.

We have teachers, too, who tell their scholars so much, instead of having the scholars tell them, that as with Quintilian's narrow-mouthed pitcher, there is more spilling than filling. Some of them shall see what Mr. Coquillett says.

Punch's ingenious rhymes take a little liberty with Abergavenny, which is called "Abburgainy" about home, rhyming with *rainy* and not with *many*. And it is a rainy place, too, just east of the Welsh mountains which condense the vapors driven from the Atlantic current by westerly winds.

I can't take room to itemize the admirable sayings in Supt. Tarbell's report. He understands child nature. Children taught from their first entrance into school, as he would have them taught, will teach themselves if the school cannot for any reason, complete their necessary education. They will have learned the way, and better yet, they will have gained the will. The opening question of this No. 121 of the WEEKLY will not apply to them. In schools under the writer's observation (Tyrone, Pa.) immense good has been done in the primary grades (and therefore eventually in all), by introducing—at first as a spice of variety only, and gradually as a pleasing task—the sound-signs and all the exercises of the improved French method known as *dictée*.

Spelling Reform, p. 331, is advancing with strides. The next generation will be well informed on the subject. Happy day—to come after we shall be in our last long sleep! but which posterity will give our age the credit of having made possible. Teachers who want the fullest and latest information on the progress of this reform should send stamps for the *May Bulletin* of the S. R. & Metric Association to 32 Hawley street, Boston; or 147 Fifth avenue, Chicago. Teachers cannot teach phonetic spelling justifiably until they are legally authorized to do so, but they can employ the principles, as in *dictée*, with the best of results.

W.

Chicago is furnishing talent to the Atlantic seaboard at an alarming rate. Robert Collyer goes to New York. Mr. Pickard has a call to the superintendency of the public schools of Brooklyn. Mr. Harris goes to a bishopric in Michigan. We may stand all this but what shall we do if——is called away from us.

Educational Intelligence.

THE STATES.

IOWA.—The Alumni oration of Mr. Homer H. Seerley, city superintendent of the Oskaloosa schools, at the University commencement, was an able and brilliant effort. His theme was "The Power of the Individual."

Cornell College at Mt. Vernon has had 356 students in attendance during the year. The graduating class numbered twenty-five.

Iowa college claims that this has been the most prosperous year she has ever known.

The Council Bluffs high school graduated a fine class. After the presentation of the diplomas, the president of the Board, Hon. C. R. Scott, paid Mr. Hatch, the retiring superintendent, a high and deserved compliment. He said: "Mr. Hatch came here two years ago a stranger in our midst; he found the schools in rather an unfortunate condition, and the manner in which he has built them up during that short season was simply wonderful, pleasing, and certainly appreciated by every father and mother in this city."

Candidates for the county superintendency are beginning to button-hole ward politicians, and in numerous other ways are striving to bring themselves prominently before the people. This log-rolling and wire-pulling is the bane of our school system.

A. C. Hart exchanges the superintendency of Grinnell for that at Mason City. The finest class for several years graduated at Grinnell College last week. The high school class numbered eight.

The graduating exercises at Waterloo, on the 13th ult., were of a pleasing character. The Opera House was crowded. The class of '79 numbered four. Their speeches were followed by an able address by President Pickard, of the State University, on the "Claims of the Public School." The address was highly appreciated, as it deserved to be. The President is winning friends for the University by these talks, in the state. The class of '80 numbers 13, and will probably be larger. The Principal of the high school was reelected at an advanced salary.

Prof. Calvin, of the University, has gone to Salem, Mass.; Prof. Philbrick will go to Wisconsin; Capt. Chester will make a tour of the Lakes and the St. Lawrence; Prof. Fellows will do some Institute work, and then recuperate in Minnesota; and President Pickard (says the *Press*), is out hand-shaking with high schools. He is at present making a tour through the Eastern states, and will not return till after the meeting of the National Educational Association.

The close of the college year leaves Cornell in a most flourishing condition. Of the \$25,000 indebtedness, \$15,150 was raised by the board of trustees and a few friends of the institution during commencement week. This gives the College a new start, and its career promises to be more successful than ever. The faculty are every one of them extremely popular and efficient.

Marshalltown's new school house will be ready for occupation in September.

The Maquoketa schools, under the able management of Prin. C. C. Dudley, closed with an average attendance of 437. He says: "Altogether the entire work of the year has been steady and generally satisfactory; teachers have labored faithfully, and have shown no anxiety lest they should earn more than they have received; they, and all the pupils who continued in school to its close, need the rest and recreation which vacation brings. May they heartily enjoy it and meet again in September with renewed health, vigor, and ambition."

ILLINOIS.—Prin. J. A. B. Shippey, of Augusta, says in his report that the arithmetics in use in his school are "forty years behind the times."

C. L. Howard leaves the principalship at Centralia for that at Shelbyville.

A. T. Van Scoy has been elected superintendent of schools at Sandwich.

We hear indirectly that Mr. A. E. Bourne has been tendered the principalship at Woodstock.

County Superintendent S. M. Badger, of Mason county, will open a teachers' institute at Mason City July 14, to continue four weeks. W. H. Williamson and O. T. Denny will act as instructors.

Fourteen students graduated from the Evanson high school June 27.

Co. Supt. D. Kerr announces the fourth annual session of the Iroquois County Normal School at Sheldon, July 15, to continue six weeks. Supt. W. F. Wilson, of Sheldon public school, will be associate principal.

A teachers' institute was opened at Geneva July 7, under the direction of Co. Supt. C. E. Mann. Prof. W. B. Powell, of Aurora, and J. H. Blodgett, of Rockford, are the instructors. The Northwestern Normal Musical Institute is also in session at the same place, and will continue in session during the whole three weeks.

The largest meeting ever held by the Illinois Principals' Association was that which occurred last week at Peoria. Most of the representative school men of the northern part of the state were present, but not as many from the southern part. Prof. Dougherty welcomed the association in cordial and appreciative terms. The annual address of Pres. Freeman was a very able one, and highly appreciated by the members of the Association. Prof. L. W. Parish, of Rock Island, read a paper on "Truant Schools," or schools for pupils who do not attend regularly at other schools. The paper was discussed by Profs. White, of Peoria, Cutler, of Tiskilwa, Everett, of Rock Island, Andrew, of Galesburg, Lewis, of Hyde Park, Carter, of Peru, Jenkins, of Mendota, and Dougherty, of Peoria.

The following committees were appointed: Auditing Committee—Dodge, Oak Park; Regan, Morris. Resolutions—White, Peoria; Jenkins, Mendota; James, Evanston. Nominations—McClung, Delavan; Piper, Sterling; Barge, Geneseo; Edwards, Peoria; Blount, Lexington.

A grand banquet was given at the Peoria House, at which the following toasts were proposed and responded to:

General remarks, by Prof. J. H. Freeman, of Polo, president of the association. Our Common Schools, Guardian of our Commonwealth—Hon. James P. Slade, State Superintendent of Public Instruction. Mr. Lewis read a paper from Mr. Piper, agent of Ivison, Blakeman, Taylor & Co. We Fear the Greeks Bearing Gifts—Mr. Herrick, agent of the same firm. The Schools of Peoria—Mr. G. O. H. McIlvane, member of the board of school inspectors. Our Oldest Normal—President Hewett. The Peoria Journal—Mr. Baldwin. The Southern Normal—Prof. Allyn. School-Marks for wives—Mr. Enoch Emery, of the *Transcript*. Our Colleges—Prof. Freeman, of Chicago. County Superintendents—Mr. Ray, of Ogle County. Our Former Legislature—Hon. M. C. Quinn.

The paper by Prof. A. F. Nightingale, on the second day of the session, was thought to be one of his many best efforts. His subject was "The High School Question," and his handling of it was masterly. We hope to give our readers the benefit of its perusal in these columns. Prof. Nightingale severely criticised the action of the late legislature and the governor in putting the high schools on the defensive by the recent bill providing for a vote of the people. The discussion was continued in the same vein by Prof. H. L. Boltwood, of the Ottawa High School. Prof. Cutter, of Tiskilwa, explained Senator Whiting's defense of the bill. Hon. James P. Slade, state superintendent of public instruction, made an address, in which he took occasion to refer to the high school question. He explained the causes which had led to the passage of the bill, and pointed out improvements that could be made in high schools.

Pres. Robert Allyn, of the Southern Illinois Normal University, spoke on Industrial Education and was followed by Prof. White, of Peoria.

The report of the finance committee showed a balance of \$82 in the treasury after paying all expenses.

Among other resolutions adopted were the following:

Resolved, That the school system of Illinois embraces the common schools, the high schools, the normal schools, and the State University; that its efficiency depends upon the hearty and generous support of all these factors; that to weaken either is a blow at the whole, and that to cherish and maintain every part in its fullest power is the duty of the state, its chief safeguard, and the insurance of prosperity.

Resolved, That it is the province of our system of public instruction to so educate the children of our country that they shall become law-abiding loyal citizens to the state, and useful members of society.

That the interests of society demand the best service of every citizen, and to secure this end the state has an undoubted right to provide for the highest education of every child, whether he be of rich or poor parentage.

That that system of social economy which allows boys and girls to idly roam the streets of our towns and cities, thus becoming candidates for our prison reformatories, is a mistake which can be remedied only by a well devised truant-law.

That as we go to our fields of labor it is with a determination to give ourselves with renewed energy to the work of training the children under our care to the fullest manhood, and of disseminating among the people right views concerning the necessity and the value of education.

Resolved, That normal schools perform a necessary work in giving instruction to teachers in the science of education, in the methods by which knowledge is acquired and communicated, in the motives or forces by which children are trained and inspired to make for themselves noble characters, and in uniting teachers into a compact body with common sympathies and aspirations.

That thus these schools do at once conceive the knowledge and culture of the past, and stimulate to further inquiry and progress in the future.

Resolved, That we view with apprehension the enactment of a law jeopardizing the existence of our township high schools not only because of its immediate effect in crippling these schools, but because of the ultimate result which would be the degradation or overthrow of our whole system of public education, and we trust that the next General Assembly will find an early opportunity to erase this blot from our Statute-book, thus securing to all the children of this state, poor and rich, the estimable advantages of a secondary education, which we regard as essential to insure republican perpetuity.

The following officers were elected for the ensuing year: President—Leslie Lewis, Hyde Park; Vice President—E. E. Fitch, Galva; Secretary—J. L. Wright, Forreston; Treasurer—L. T. Regan, Morris; Ex. Com.—Jos. Carter, Peru; Chas. De Garmo, Normal; George Blount, Lexington.

INDIANA.—The Indianapolis schools will go on with little change next year—no change at all in the high school. The late graduating exercises were held in the largest audience room in the city, and for two evenings in succession this room was crowded to overflowing. The first night it is estimated that 1,200 people came and went away without being able to get inside the doors. There were 46 graduates in the full and three in the partial course. The exercises were a grand and beautiful success. The prospects of the school have never been more hopeful, as all outspoken opposition seems to have died out. The *Sentinel* adds: "The graduating class this year was by far the largest in the history of the high school, and it is safe to say never before has there been so uniform excellence shown in the essays read. The teachers and Professor Roberts may well pride themselves upon the successful termination of the past school year."

(The County Superintendents' Convention, concluded.)

Superintendent Smart opened a discussion upon the Elements of Weakness in the County Superintendency. That something is wrong with the system is evinced by the criticisms made upon it, and especially by the feeling of the last legislature, which, upon a square vote, would have wiped out the system by a two thirds majority. Petitions came up from several counties to have the system abolished, and these petitions were sometimes signed with a thousand names. The fault lies partly with the people and partly with the superintendents themselves. Some of the former generations, who got their education in the log school house, thought the schools were getting too good,—unnecessarily good. The school system in this state was not practically inaugurated until 1865. It had developed rapidly; and \$12,000,000 in these few years had been invested in school houses. This rapid and expensive growth had been felt as a burden and excited opposition. But it is fortunate now that these school houses have been paid for and are not a legacy of debt upon the next generation. But some county superintendents had been, to say the least, careless and loose in keeping their accounts. It was stated by a member of the legislature last winter, that one superintendent had charged per diem for 367 days in one year, and it was actually only an exaggeration of two days. Such things were exceptional, but they produced their effect and brought the whole body into a kind of disrepute. The cost of the superintendency was over-estimated, and the loose manner in which some kept their accounts sometimes made it difficult to refute charges against its expensive-ness. Another cause of opposition was one creditable to the superintendents. In was the increasingly large number of disappointed applicants for licenses from year to year. Last year 7,000 were rejected, and these—an average of 72 to each county—were an active and vindictive body with a grievance. And the improvements in the schools, requiring so many new books, often created an unreasoning prejudice against the superintendent, who, of course, is always referred to by the teacher as authority for demands of that kind.

The use and abuse of the questions prepared by the State Board for the use of county examiners, formed the topic of a lengthy discussion, in which several members of the Board, who were present, participated. The surreptitious procurement of these questions before the day of examination, by interested parties, was considered, and the ways and means by which it had been accomplished. Superintendent Smart stated the method he had adopted to make it impossible for any one to obtain them before they were sent from the office the very last day that they could be sent and reach their destination in season. A rule was adopted obligating all superintendents who use the questions, not to open the sealed package except on the day of examination and in presence of the applicants.

A permanent organization of the superintendents was effected under the title of "The Indiana Association of County Superintendents," which is to meet every year, the last week in June, at the Capital. The officers for the coming year are, President, A. C. Goodwin, of Clark county; Vice Presidents,

T. H. Harrison, of Boone county, and J. A. C. Dobson, of Hendricks; Secretary, L. P. Harlan, of Marion; Treasurer, J. W. Barnes, of Howard.

A look upon this body of men constituting the county superintendents of the state is a surprise and a gratification. A surprise to find that so many good and true men can be found to do the hard work required for a faithful administration of the office for the meager pay they receive, and gratification that the interests of the common schools are under the watchful eyes of men so capable, so alert, and so devoted to the work.

MINNESOTA.—The annual meeting of the trustees of Carleton College exhibited a very encouraging state of affairs relating to that institution. The treasurer's report showed the rare fact that a balance of \$310 was left in the treasury after all expenses for the year were paid. \$1,741 has been added to the endowment fund during the year. The work of Prof. Sperry's department was divided, leaving him geology, zoology, and physiology, and forming a new chair for physics, chemistry, and mineralogy. A chair of rhetoric, logic, and elocution, was also created, and Rev. George Huntington, of Oak Park, Ill., was appointed in charge of it. During the year there were 203 students in attendance. The net assets of the College were reported at \$170,000, the net endowment fund \$97,000. Among other additions to the faculty of the College made by the board of trustees were Thos. B. Smith, A. M., to the chair of chemistry and physics, a teacher of some experience and a specialist in this department; Miss Mary R. Wilcox, of St. Paul, teacher in the English course, formerly well known in connection with the high school of the latter place. Miss Anna T. Lincoln was appointed matron.

The graduating exercises of the Northfield high school took place June 27. The largest hall in the city was packed, and a large number failed to gain admittance. The exercises are spoken of in the highest terms. Mr. O. G. Perkins, President of the Board of Education, presented the diplomas.

The salary of Supt. Whitman, at Red Wing, has been fixed at \$1,500—\$150 more than last year.

MICHIGAN.—Prof. W. H. Payne, who has been elected Professor of the Science and Art of Teaching in the State University, has spent twenty-five years of continuous service in the public schools of the state. His duties at the University will be to lecture on the history and philosophy of education, and the work of school supervision.

Principal J. H. Shepard and his assistant, Miss E. A. Brooks, will continue in charge of the Saline public school.

N. A. Richards will remain as principal at Chelsea.

Supt. French has resigned at Marshall.

Five ladies and four gentlemen graduated at Owosso high school June 27.

Fifteen graduates at Marshall high school.

A class of four graduated from the Ovid high school. Principal Enos was presented with a fine silver cake-basket and a biography of Henry Clay, by the graduating class and his assistant teachers.

Miss E. B. Truesdel, who has for four years had charge of the schools at Phoenix Mine, at a salary of \$1000 a year, has resigned, and is at liberty to accept a "call" elsewhere. She is now at Valley City, Dakota. The *Minning Journal* speaks very highly of the closing exercises of the Phoenix public school.

Four graduates from the Howell high school.

The degree of LL. D. has been conferred upon Prof. C. K. Adams by Chicago University.

There were four graduates in the Classical course of the Pontiac high school; six in the Latin Scientific; and six in the Scientific.

Prof. H. W. Fairbank has been retained as teacher of music in the Flint schools.

Miss Jeannette Fisher, who has been principal of the Kalamazoo seminary for 12 years, has resigned.

T. C. Garner has been retained as principal of the Big Rapids schools for another year, at an annual salary of \$1,000.

J. S. Crombie and F. L. Barbour remain at Coldwater next year, as superintendent and principal respectively of the schools there.

Dora A. Jacobs, who had the second place on the program of the graduating exercises of the Three Rivers union school, is a colored girl.

The school board of Adrian have refused to elect a superintendent and teachers for the ensuing year by a tie vote. This action is in obedience to the demands of the people at the last school meeting, and means a reduction in salary of superintendent and principal. This puts off the hiring of teachers until after the time school should have commenced in the fall.

THE PRESENT CONDITION OF THE SPELLING REFORM.

BY F. A. MARCH, PRESIDENT OF THE SPELLING REFORM ASSOCIATION.

From the Transactions of the American Institute of Instruction, 1878.

WE have always had spelling reformers. The mixture of Anglo-Saxon and Norman, which grew into use in the four centuries following the Norman conquest, was at first a despised and uncultivated dialect, almost exactly like our Pennsylvania Dutch. In those long generations of turmoil and strife everybody talked according to his whim, and explained himself with his sword. As soon as literature began to be produced in the new speech the authors began to worry at the scribes for their spelling.

"Adam Scrivener," says Chaucer, "if ever it thee befalle
Boece or Troilus for to write newe,
Under thy long locks thou maist have the scalle
But after my making thou write more true."

The mixture of French and Anglo Saxon words, almost all of them mingled in the utterance, was enough to give any scribe such disgust and contempt and distress, as no poor reader of the *Phonetic News* or printer of phonetic manuscript can nowadays fairly attain to. When printing was begun by Caxton, in 1474, it was with a force of Dutch printers, who set up the English manuscripts as best they could, after their Dutch fashion, with many an oburgation of our grammarless tongue. But in the great printing-offices, rules, or habits equivalent to rules, soon began to grow up. More or less silent 'e's might be used to space out the lines, but aside from this we seldom find a word spelt in more than five or six different ways in a well-printed book of the time of Elizabeth, and the number of these variations gradually diminishes. Some editions of the English Bible were very carefully spelt, and finally Dr. Johnson gave the stamp of authority to the prevalent habits of the London printers, and we arrived at a standard orthography.

Not without protest, however. Dr. Johnson was no scholar and no reformer, but a literary man, an extreme conservative and a violent Tory. There were many attacks on him in England, but the printers took his side, so far as spelling is concerned, and since his day books are not printed by the spelling of the author, but by the spelling of the printing-office. Things went somewhat differently in America. The old Tory's name did not recommend his book on this side the water. Our ancestors rejoiced in Horne Tooke's exposure of his ignorance, and some of them thought we had better have an American language, as we were to have an American nation. Dr. Franklin and Noah Webster are the best known promoters of this movement. They favored thorough reform of the language on a phonetic basis. This was the dawn of scientific common-sense in the realm of language, but the printers proved too strong for them.

Webster's Dictionary has indeed in name superseded Johnson's as a popular guide; but except in the endings *or* and *ic*, the latter editions of Webster have forgotten, or remembered with faint praise, the reformed spellings by which he set such store. After the revolutionary ardor past, the literary class turned with renewed affection and delight to the old country, the old home. Happy was he who grew up in a house where there were copies of Shakespeare and Milton, of Addison and Locke, Pope and Dryden, and Burke and Junius. An old folio of Ben Jonson, Spenser, Chaucer, Piers Plowman, or one of Gervase Markham's less stately quartos, with a grandfather's name on it, made a man feel as though he had blue blood in his veins. The very paper and binding, and the spelling, were sweet and venerable to him. By and by arose Sir Walter Scott and Byron, Wordsworth, and Coleridge, and all the host of that wonderful generation. The talk of an American language past away or retired to the backwoods. And whenever schemes of reformed spelling were brought, as they were now and then, the literary class took them as a kind of personal insult, and overwhelmed the reformers with immeasurable reproach and inextinguishable laughter. Within the last fifty years, however, a complete revolution has taken place in the ideals and purposes of the scholarly class. The highest words of the old scholars were *culture* and *beauty*. They sought to mold themselves into beautiful characters. They sought to dwell with beautiful objects. They were fond of saying that beauty is its own excuse for being, that a thing of beauty is a joy forever.

The highest words of the new scholars are *progress* and *power*; new truths they want, and new fruit every day in the improvement of the state of man. Culture turns from fiction to fact, from poetry to science. Linguistic study shares the spirit of the age. It has turned from dreaming over old love stories to the study of nations and of man as recorded in language. The philologist rivals the geologist in reading the records of the race in the fossils of language. He is a historian of the times before history. He gives us the pedi-

gree of nations whose name and place no modern man could guess. And he wishes to do something for his fellows, to bear his part in improving the condition of the race, and naturally in improving language. The foundation of the science of language is laid in the science of vocal sounds. Every student of the modern science studies phonology. The means of representing sounds by visible signs are also part of his study, and the spelling of the English language, among other things. And so the spelling of the English language has become the opprobrium of English scholars. The greatest scholars were naturally the first to speak out boldly. The greatest genius among grammarians, Jacob Grimm, but a few years ago congratulated the other Europeans that the English had not made the discovery that a whimsical, antiquated orthography stood in the way of the universal acceptance of the language. Now we could fill a volume with exposition and oburgation of the unapproachable badness of our spelling, from the pens of eminent Englishmen and Americans.

Bishop Thirlwall, the illustrious author of the "History of Greece," says:

"I look upon the established system of spelling (if an accidental custom may be so called) as a mass of anomalies, the growth of ignorance and chance, equally repugnant to good taste and to common-sense. But I am aware that the public cling to these anomalies with a tenacity proportioned to their absurdity, and are jealous of all encroachment on ground consecrated by prescription to the free play of blind caprice."

Prof. Max Müller, among a hundred other good things of the same kind, speaks of "the unhistorical, unsystematic, unintelligible, unteachable, but by no means unamendable, spelling now current in England."

Lord Lytton says:

"A more lying, roundabout, puzzle-headed delusion than that by which we confuse the clear instincts of truth in our accursed system of spelling was never concocted by the father of falsehood. . . . How can a system of education flourish that begins by so monstrous a falsehood, which the sense of hearing suffices to contradict?"

Prof. Hadley says:—

"It cannot be denied that the English language is shockingly spelt."

Prof. Whitney says:—

"There are few in our community deserving the name of scholar who do not confess that a historical spelling is in principle indefensible, that it has no support save in our customs and prejudices."

Dr. J. Hammond Trumbull, says:—

"The popular mind seems awake as never before to appreciation of the difficulties, eccentricities, and absurdities of the present standard-English orthography."

While this movement was going on among the scholars, another stream of influence took its rise among teachers. Few changes of the last century are greater than those in the treatment of children. The methods of discipline and of teaching, and the apparatus for them, are all changed. The main apparatus used to be the rod. And there were hardly any books specially adapted to the capacity and needs of the young. That able men, great men, should make a study of them, invent methods of instruction, write books, make all art and nature tributary to their enjoyment and improvement, is a wholly modern affair. Happy are the youth of the present generation; they have the world at their feet. That some way must be found of teaching reading without tears was plain.

Nor is tenderness for our children all. We have come to recognize the right of manhood, and some of us of womanhood, to a voice in the government. We trust ourselves to the masses. Then the masses must be educated. They must learn to read quickly and easily. Ignorance is blind and bad, but we had 5,500,000 confessed illiterates at our last census of the United States. The problem of illiteracy has long been familiar to Americans as one of the most important of social science. It has lately come up fresh and fearful in England. A few years ago they extended the suffrage, and they said, "We must educate our masters." They established for the first time a system of public schools. The highest point attempted in the new schools was that the pupil should be able to read with tolerable ease and expression a passage from a newspaper, and spell the same with tolerable accuracy. They turn out about 200,000 annually, who have been through the course. Ninety per cent of these leave without reaching the standard just mentioned. There are five grades lower. Eighty per cent fall short of the fifth grade, and sixty per cent fall short of the fourth. The bulk of the children, therefore, pass through the government schools without learning to read and spell tolerably. It is calculated that the country pays for this annually £3,500,000. The time and the money which were to have educated the new masters of England are wasted in a vain attempt to teach them to read and spell. It is fully recognized that the trouble lies in the irregular and unreasonable spelling of English.

Dr. Morell, Her Majesty's Inspector of Schools, says:—

"The main difficulty of reading English arises from the intrinsic irregularity of the English language. A confusion of ideas sets in the mind of the child respecting the powers of the letters, which is very slowly and very painfully cleared up by chance, habit, or experience, and his capacity to know words is gained by an immense series of tentative efforts. . . . It appears that out of 1,972 failures in the Civil Service examinations, 1,866 candidates were plucked for spelling, that is, eighteen out of every nineteen who failed, failed in spelling. It is certain that the ear is no guide in the spelling of English, rather the reverse, and that it is almost necessary to form a personal acquaintance with each individual word. It would, in fact, require a study of Latin, French, and Anglo-Saxon to enable a person to spell with faultless accuracy, but this, in most cases, is impossible.

Welsh boys pick up Welsh, and German boys German, without formal teaching of spelling. They read right off as soon as they learn their letters. How to remove this difficulty and how to reform English spelling, is getting to be fully recognized in England as a great problem of social science and of statesmanship. Members of Parliament and dignitaries of the Universities give it anxious thought. In 1876, the National Union of Elementary Teachers, representing some 10,000 teachers in England and Wales, passed almost unanimously a motion in favor of a Royal Commission to inquire into the subject of English Spelling, with a view to reforming and simplifying it. The school board for London took up the matter, and issued a circular asking others to unite in an address to the Education Department in favor of it. The Liverpool and Bradford boards had acted before, and more than a hundred other boards returned favorable replies.

On Tuesday, May 29, 1877, a conference was held in London, at which the Rev. A. H. Sayce, Professor of Philology, Oxford, presided, and in which the President of the Philological Society, H. Sweet, Esq., the Vice-President, J. A. H. Murray, LL. D., and ex-presidents took part, as well as numerous dignitaries of Church and State, leading schoolmasters and eminent reformers, including Mr. I. Pittman and Mr. Ellis. They spent a day and evening in harmonious discussion, and in listening to short addresses, and adopted a vigorous series of resolutions, which they appointed a committee to present to the Department of Education. The convention was a great success, and called forth serious articles in the "London Times," followed, of course, when not preceded, by articles in the whole periodical press of Great Britain. The deputations waited on the Lord President of the council, Jan. 18, 1878, and received a favorable reply.

The disturbed state of Europe has prevented government action, but the reformers have effected a permanent organization, and are hard at work. The practical "workers," as they delight to call themselves, have a permanent base of operations in the printing and publishing house of Isaac Pitman, the famous inventor of our phonetic stenography, who uses his resources also to support phonetic printing. His "Phonetic Journal" has a weekly circulation of some 11,000 copies, and uses an ingenious alphabet of thirty-eight letters, conforming very nearly with the principles of the philologists.

They count much on help from America.

The same two streams of influence have met in America in the action of the American Philological Association.

There have long been known to our teachers a number of more or less ingenious improvements on the old methods of teaching to read. There are the phonetic method, the phonic method, the word method, the word picture method. An article has been copied in the educational journals lately, advocating the last. No attention at all is paid to the sounds of letters, it says. The word is viewed as the picture of an idea, and the pupils are taught to look on letters as parts of a picture, not as representatives of sounds. Teaching to write is teaching to draw pictures. This system is taught by some advanced professors at school institutes. It is impossible to imagine a more expressive and conclusive condemnation of our spelling. If this system must be used, we are far behind the Chinese; for considered as pictures, their signs are far easier than ours to make and remember. We have rounded the cycle of civilization and come back to Cathay. In the struggle for life we have reverted to a prior-Tsang-kie period. But it cannot be quite so bad as that. Our skillfully arranged primers and charts and blocks, with their beautiful and apt pictorial illustrations, have contributed much to easy teaching. But the best help has come from the Pronouncing Alphabet of Dr. Edwin Leigh. This patriot scholar, whose comprehensive studies of illiteracy give him a claim to add the name of philosopher to that of artist, has devised a series of modified letters by which the transition from a phonetic alphabet to the standard spelling is effected with little labor. The testimony seems ample that from one to two years of school life are saved by this invention, and there seems

hope of further simplification and gain by it. With all these helps, however, our school superintendents and other students of education are perplexed continually by the spelling problem. All these contrivances of letters and methods are complicated machinery to teach an unteachable, whimsical mass of anomalies; they are poor shifts to which we are driven by the want of a proper alphabet and reasonable spelling.

In 1875 the president of the American Philological Association in the annual address spoke of the reform of spelling as one which students of language ought to promote. On that hint, apparently, appeals were poured in upon the Association to take action to direct a popular movement for reform. It was brought before the Association again, in 1876, by the president, J. Hammond Trumbull. A committee was appointed, in the words of the resolution, of "the recognized representatives of our great universities and of linguistic science," to whom the matter was referred. The committee consisted of Professor W. D. Whitney, of Yale College; Dr. J. Hammond Trumbull, of Yale College; Prof. F. J. Child, of Harvard University; Prof. F. A. March, of Lafayette College; and Prof. S. S. Haldeman, of the University of Pennsylvania. At the annual meeting, in 1876, at New York, Prof. W. D. Whitney, chairman of the committee, presented a report. It condemns historical spelling. The scholars want no etymology preserved in that way. It condemns pictorial alphabets. It condemns the attempt to have letters for every distinguishable variation of sound; individual and local pronunciation should have special characters to record them. It describes an ideal alphabet as having one sign, and only one, for each elementary sound. And finally it declares that the "Roman alphabet is so widely and firmly established in use among the leading civilized nations that it cannot be displaced; in adapting it to improved use for English, the efforts of scholars should be directed towards its use with uniformity, and in conformity with other nations." This report was widely published, and commented upon, and assented to. But there was a loud call for more. A definite application of these principles to English spelling was wanted. This was the centennial year. An international convention for the amendment of English orthography met at Philadelphia in August, which called on the Philological Association for more light and more definite direction. It also organized a permanent Spelling Reform Association, and this association chose members of the Philological Association as its committee on new spellings.

Accordingly in 1877 an additional report was made, which gave a Roman alphabet for English use; not perfect, but considerably nearer perfection than most of what are called well-spelt languages, very much on the same plan as reformed German and Spanish. It fixes the old letters in their Roman and Anglo-Saxon powers as nearly as may be, accepts the digraph consonants in *h, th, ch, sh*, etc., and declares it necessary to have three new letters for elementary vowels which were unknown to the early Romans, those in *fat, not, but*. For these it suggested modifications of *a, o, and u*. A diacritical mark is added, when great accuracy is needed, to denote a long vowel sound.

This alphabet was set forth, not with any hope of its immediate adoption, but as a guide in making minor changes. It is a necessary preliminary to any intelligent change. *Could* is a standing example of unpardonable spelling; the *i* is sheer blunder, the *ou* has a wrong sound. Shall we write *cud, cood, kud, hood, cwo*, or what? Before we can tell, we must fix our ideal English alphabet. There are some reformers who think it best to make no compromise, but to begin at once with perfect phonetic spelling. They can take this alphabet, and go right to work with all their might in full harmony with the Association and with the scholars of all countries. But the committee did not stop with telling what we want; they tried to give some helps for the transition stage by which we are to reach it. These consist (1) in the approval of Dr. Leigh's plan of notation, and the recommendation of a few modified letters which seem to be best suited to aid in the transition.

These modified forms of the common letters may be used in common books and periodicals, and bring them far towards pure phonetic spelling without embarrassing any reader. (2) Suggestions are made as to the order in which gradual changes may most easily be made.

"New letters can be easiest introduced by using them only for the old letters which they resemble in form. Long words bear change best, and vowels are more easily changed than consonants, which project more above and below the line. Dropping final silent *e* is the easiest change."

This report was adopted by the Philological Association without dissent and the committee continued another year.

(To be Continued.)

PUBLISHERS' NOTES.

—The publication of the WEEKLY will hereafter correspond with the school year (forty weeks) and no paper will be issued during July and August, excepting the monthly editions. Two dollars will therefore pay for the full number of issues in a year.

—Several of our agents have sent in the names of subscribers with a promise to pay on receipt of the first number of the paper. In such cases we have regarded it as payment "in advance," but when the payment is delayed beyond that time, we must insist upon our published rates being complied with. Please notice that the lowest rates of \$2.50 per year, \$1.50 for six months, and 75 cents for three months apply only to those who pay (or paid) *in advance*; to all others the rates are \$3.00; \$1.75; and 90 cents respectively, (for 50 numbers); or \$2.50; \$1.25; and 75 cents for 40 numbers.

—As credit is given for subscriptions *by numbers*, and not by dates, those which have already been entered on our books, and which expire before July 1, 1880, will receive fifty issues for a year, so that the paper will be sent a year and five weeks for \$2.50, and those who pay \$2.50 in advance hereafter will receive the paper a year and ten weeks, or fifty numbers in all, the summer vacation intervening. Those who subscribed Sep. 1, 1878, will receive the paper till Oct. 7, 1879, and those who subscribed Jan. 1, 1879, will receive the paper till Feb. 7, 1880.

PUBLISHERS' DEPARTMENT.

BACK NUMBERS of the WEEKLY will be furnished for ten cents each until the supply is exhausted.

If notice is sent us of a missing number immediately on receipt of the next number, we will mail it free. Always give the number of the paper, not the date.

In ordering a change in the address of your paper, always give the postoffice and state from which you wish the address changed.

Bound volume for 1877, Half Morocco, with gilt stamp can be had for \$5.00. Covers alone, for any two volumes (one year), 75 cents.

TERMS OF SUBSCRIPTION.

One year (40 Nos.), \$2.50. If paid in advance, \$2.00.
Six months (20 Nos.), 1.50. " " 1.25.
Three months (10 Nos.), 75. " " .65.
Each Monthly Edition, 50 cents a year in advance.

Remittances should be sent by registered letter, draft, or postoffice money order, payable to S. R. WINCHELL & Co. Do not send Bank Checks. They cost us 15 cents apiece for collection.

TERMS OF ADVERTISING.

Per line, agate measure, 10 cents each insertion. When a special location is chosen, 12 cents a line. Special Notices in Publishers' Department, 25 cents a line.

Advertisements running one month or more will appear in all the different monthly editions of the WEEKLY, which are published for local circulation in the various states.

Estimates for special time or space will be given upon application.

Copy should be received by Saturday noon, previous to date of issue.

Each advertising page of THE EDUCATIONAL WEEKLY contains three columns, each column ten inches, and one inch fourteen lines.

No advertisement will be inserted for less than one dollar. Orders from strangers must be paid monthly in advance. Address all communications to

S. R. WINCHELL & CO., Publishers,
Ashland Block, cor. Clark and Randolph Sts.,
Chicago, Ill.

Consumption Cured.

An old physician, retired from practice, having had placed in his hands by an East India missionary the formula of a simple vegetable remedy for the speedy and permanent cure for Consumption, Bronchitis, Catarrh, Asthma, and all Throat and Lung Affections, also a positive and radical cure for nervous debility, and all nervous complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make it known to his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send free of charge to all who desire it, this recipe, with full directions for preparing and using, in German, French, or English. Sent by mail by addressing with stamp, naming this paper. W. W. SHERRAR, 149 Powers' Block, Rochester, N. Y.

We Want Agents

For the Fastest selling useful articles in the market. New and saleable. Send stamp for catalogue. Lowell & Hayner, 147 LaSalle street, Chicago. [ch!]

MENEELY & COMPANY,

Bell Founders, West Troy, N. Y.

Fifty years established. CHURCH BELLS and CHIMES; ACADEMY, FACTORY BELLS, etc. Improved PATENT MOUNTINGS. Catalogues free. No agencies. cul

BOYNTON'S
SCHOOL
ROOM HEATERS.

Especially adapted to

HARD & SOFT COAL, & WOOD.

TESTIMONIALS.

OFFICE BOARD OF EDUCATION,
ELGIN, ILL., April 18, 1879.

Mr. F. S. Bosworth asks for my opinion of your Heaters. In reply would say the Western Champion Room Heaters, bought of you during the past two seasons, work to the entire satisfaction of the School Board. They are neat in appearance, quick in action, moving the air rapidly to and from the heating surface, powerful and economical. For large rooms of any kind they are a very superior Heater. Yours, etc., L. A. BALDWIN, Sec'y.

CHAMPAIGN, ILL., March 24, 1879.

Your School Room Heaters have given great satisfaction in our School. They give out an even heat, and I think are a great saving on coal. Neither do the children complain of headache, which is caused by some stoves. Their operation is highly satisfactory.

Yours, etc., P. TONER,
Pastor of St. Mary's Church

GENEVA, ILL., April 27, 1879.

The "room heater" purchased from you last fall has been used by us all winter, and I can fairly say that it is the best thing we have ever had about the school building. It is economical and does its work well, and is in our judgment better than any form of stove that can be put in a school room, as it equalizes the temperature all over the room, the same as a furnace, which cannot be said of any stove without a jacket.

Very truly, BENJ. BURTON, Director.

Richardson, Boynton & Co.,

No. 84 Lake Street, CHICAGO,
No. 232 and 234 Water St., New York

Estimates given and contracts made for Heating Private and Public Buildings. Send for circulars. [if]

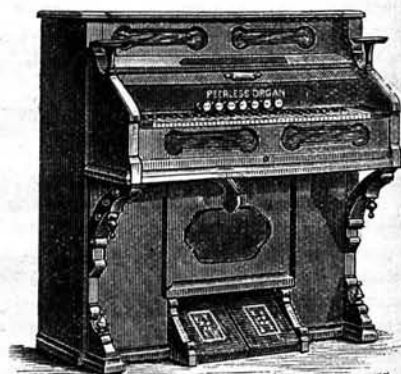
Teachers Attention!

I need a few energetic salesmen in every state to introduce a new article of merit indispensable to business men. \$100 and upwards can be realized monthly by energetic agents. For particulars address at once,

H. W. PAMPHILON,
30 Bond Street, New York.

JOSEPH GILLOTT'S
Steel Pens

SOLD BY ALL DEALERS THROUGHOUT THE WORLD.
GOLD MEDAL PARIS EXPOSITION-1878.



ORGAN FOR \$45 CASH,

Direct from Factory,
To Sabbath Schools, plain walnut, 5 octave, double-reed, 7 stops, organ nicely finished, complete in every respect and warranted for five years. PEERLE ORGAN CO.,
Crown-can-jul Port Colden, N. J.

Rock River Paper Co.,

138 and 140 Lake St., Chicago,

Manufacturers and dealers in

All Kinds of Paper.

Manufacturers of the

Patent Red Cedar Carpet Lining and Building Paper.

Samples sent on application

DRS. MCCHESNEY,
TEETH, \$8 BEST SET,
Combining Beauty and Practical Use.

GOLD FILLING THE FINEST.

The Drs. give this department their personal attention. Facts tell the truth. All dentists will admit that McChesneys insert the best teeth for \$8.
Cor. Clark and Randolph Sts., Chicago, Ill

NEW ENGLAND MUSICAL BUREAU.

Teachers in Music and Elocution supplied to educational institutions. Principals will find it to their advantage to make early application. Address E. Tourjee, Music Hall Boston.
COW-CAH-AUG